

**MIDLAND INDEPENDENT SCHOOL DISTRICT  
ADMINISTRATIVE REGULATIONS**

**F – STUDENTS**

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## **ADMISSIONS FD (REGULATION)**

### VERIFICATION OF AGE

The principal or designee must verify the age of each student enrolling in the District for the first time. If a birth certificate is not available, the principal or designee may accept other documents as specified in the Texas Education Code as proof of a student's age.

### PROOF OF RESIDENCE

At the time of registration, the parent, guardian, or other person having lawful control of the student under order of a court must present proof of residence in the District and attendance zone in the form of one or more of the following:

1. A current lease agreement.
2. A current utility bill indicating address and the adult's name.
3. Other documents as approved by the Executive Director of Student Services.

For a student living separate and apart from his or her parent, guardian, or other person having lawful control under order of a court, the adult District resident with whom the student resides must provide proof of residence in the same manner as a parent.

### VERIFICATION OF RESIDENCE INFORMATION

District staff in charge of enrollment procedures may require additional documentation when a student's residence status is in question. Other verification of a student's residence information may be approved by the Executive Director of Student Services. In addition, a District attendance officer or another District employee may visually inspect/visit the residence for evidence that the student indeed lives there.

### EXCEPTION

In accordance with law, the District will waive this requirement in the case of a student who is homeless. [See FD(LEGAL)]

### ADMISSION INFORMATION

The District requires completion of a form containing information on each student seeking admission. If the student is not living with a parent, guardian, or other person having lawful control of the student, the District will verify the student's reason for establishing a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student under order of a court.

## DESIGNATION OF PERSON STANDING IN PARENTAL RELATION

The District will request that a Power of Attorney be provided for any student not currently residing with a parent or guardian. The District will establish a timeline for the completion and return of the Power of Attorney and a procedure for waiving this request when the Superintendent or designee determines that a student's circumstances preclude compliance. Generally, Powers of Attorney are not accepted for students who have a parent or guardian residing in the District.

## CHILDREN UNDER 5 YEARS OF AGE- KINDERGARTEN

A child is entitled to the benefits of the available school fund for a school year if:

1. The person is younger than five years of age and performs satisfactorily on the state assessment instrument administered to third graders and the District has adopted a policy to admit students younger than five years of age.

Education Code 25.001(a), 42.003

## CHILDREN UNDER 11 YEARS OF AGE

When a child under the age of 11 years old is enrolled for the first time, the District will request previous school records (or verification of previous school records if records are provided by the person enrolling the child). If the person enrolling the child does not provide the valid prior school information and a certified copy of the child's birth certificate or other reliable proof of the child's identity, the principal or designee will notify the appropriate local law enforcement agency.

## FLAGGING RECORDS OF MISSING CHILDREN

School records of all children reported to the District as missing by law enforcement authorities will be flagged so that law enforcement can be notified if there is a subsequent request for those records. If a request for a flagged record is made in person, the school will require the person to fill out a form stating the person's name, address, telephone number, the relationship to the child, and the name, address, and birthdate of the child, copy the person's driver's license, and immediately notify law enforcement. When a missing child under 11 is returned and law enforcement notifies the school, the flag will be removed.

## ADMISSIONS

For the purpose of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the Commissioner.

### NONACCREDITED SCHOOLS

A student enrolling in a District school from a non-accredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement test, which may be administered by appropriate District personnel. The Woodcock Johnson Test of Achievement may be used.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Age placement guidelines:

	“Typical” Age	Age Appropriate	Considerations for Placement
K	5-6	6-7	See above
1	6-7	7-8	Turn 9 by March 1
2	7-8	8-9	Turn 10 by March 1
3	8-9	9-10	Turn 11 by March 1
4	9-10	10-11	Turn 12 by March 1
5	10-11	11-12	Turn 13 by March 1
*6	11-12	12-13	Turn 14 by March 1
7	12-13	13-14	Turn 15 by March 1
**8	13-14	14-15	Turn 16 by March 1
9	14-15	15-16	Turn 17 by March 1

***10	15-16	16-17	Turn 18 by March 1
***11	16-17	17-18	Turn 19 by March 1
***12	17-18	18-19	Coleman Candidate

\*students enrolling from out of district having no previous enrollment in the 6th grade shall be considered for placement into 7th grade before school starts

\*\*students enrolling from out of district having no enrollment in the 8th grade shall be considered for placement into 9th grade before school starts

\*\*\*first time 9th grade students, unless accepted into Coleman, are always assigned to the freshman campus and classification is based on credits (10th=6, 11th=12, 12th=18)

6. Other criteria deemed appropriate by the principal.

#### TRANSFER CREDIT

Before granting credit, the District shall validate, by testing or other evidence, that any course taken by a student at a non-accredited public, private, or parochial school meets State Board requirements [See EHDB]

#### STUDENTS FROM OUTSIDE OF US

All students enrolling from schools outside of the United States shall have their records reviewed by the Bilingual/English as a Second Language Department. Before granting credit for courses taken outside the US, the Bilingual/ESL Department Executive Director or designee and the Director of Guidance and Counseling or designee shall validate, by testing or other evidence, that any course taken by a student at an accredited, non-accredited public, private, or parochial school Meets State Board requirements [See EHDB]

#### EXCEPTION

Students enrolling as exchange students from other countries shall be reviewed and approved through the Office of the Director of Languages Other than English (LOTE)

APPROVED – MAY 2016

**ADMISSIONS:  
INTERDISTRICT TRANSFERS  
FDA (REGULATION)**

**TRANSFERS**

- Criteria for Transfers
  - Transfers will be handled through the Apply Midland Application System. For transfer requests outside of these designated windows, please contact Student Services at 432-240-1527 to determine if this request can be accommodated.
  - Transfer applications are reviewed on a case by case basis and a determination is made based on the reason for the transfer request and number of seats available.
  - A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District. Campus administrators shall review academic, attendance, and discipline records each year to determine whether a student shall be allowed to remain at the campus the following year. A transfer may not be revoked during the school year for which the transfer is approved for an interdistrict transfer unless the district has applied for release of this obligation through the District of Innovation process.
  - Revocation or Denial of Transfer
    - The District may revoke or deny any transfer for reasons included but not limited to:
      - Use of false information to obtain the transfer
      - Lack of parental support
      - Persistent student misconduct
      - Excessive tardiness
      - Irregular attendance
      - Failure by the parent to pick up at dismissal time
      - An increase in enrollment so that the grade level in which the student is enrolled ceases to be in compliance with state law regarding the student-teacher ratio
      - Changes in a student's circumstances so that the reason for the transfer no longer exists.
- Tuition
  - The amount of tuition shall be set by the board, within limits.
  - When the child of a nonresident District employee is granted a transfer under this policy, the District shall waive any applicable tuition.
  - The Board may waive tuition for a student based on hardship.
    - The District may initiate withdrawal for delinquent tuition.

Update December 2021

## **ADMISSIONS: INTRADISTRICT TRANSFERS FDB (REGULATION)**

### **TRANSFERS**

- o Criteria for Transfers
  - Annually there are two transfer windows. These transfers will be handled through the Apply Midland Application System. For transfer requests outside of these designated windows, please contact Student Services at 432-240-1523 to determine if this request can be accommodated.
  - Transfer applications are reviewed on a case by case basis and a determination is made based on the reason for the transfer request and number of seats available.
  - Transfer applications are available for the following reasons:
    - A student assigned to a campus listed as a PEG campus may apply to attend another campus in the same school district. For more information about PEG Campuses please click [here](#).
    - Parents may request that their child be transferred to another classroom or campus if the District has determined the student has been a victim of bullying, sexual assault by another student, or a violent criminal offense while at school or on school grounds.
    - If a district assigns a student to a district campus other than the campus the student would attend based on the student's residence, for purposes of receiving special education services, the district shall permit the student's parent to request a transfer to the assigned campus for any other student residing in the household of that student receiving special education services provided that certain criteria are met (see board policy).
    - There is documented cause for concern of potential risk of physical or emotional harm to his or her child at the assigned campus.
    - A change of residence to another school attendance zone after a student has started the school year..
    - A student's parent is a district employee or campus employee.
    - Students who reside outside of the MISD attendance area may request an "out of district" transfer. This process requires that parents provide a copy of the student's discipline report, attendance report, and grade report from their current school. Midland ISD may choose not to accept students from other districts. Midland ISD may charge tuition for students who reside outside of Midland ISD attendance zone. Midland ISD will not provide transportation. Please refer to Regulation FDA regarding Interdistrict transfers.
    - Other reasons deemed appropriate by Student Services.
  - Revocation or Denial of Transfer
    - The District may revoke or deny any transfer for reasons included but not limited to:
      - Use of false information to obtain the transfer
      - Lack of parental support
      - Persistent student misconduct
      - Excessive tardiness
      - Irregular attendance

- Failure by the parent to pick up at dismissal time
- An increase in enrollment so that the grade level in which the student is enrolled ceases to be in compliance with state law regarding the student-teacher ratio
- Changes in a student's circumstances so that the reason for the transfer no longer exists.
- A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District. Campus administrators shall review academic, attendance, and discipline records each year to determine whether a student shall be allowed to remain at the campus the following semester/year.

Update December 2021



## **STUDENT WELFARE FFA (REGULATION)**

The Campus School Health Advisory Council (CSHAC) team will serve as the primary health and wellness communication link from campuses to the district School Health Advisory Council (SHAC). The CSHAC teams will develop site-based guidelines that advance student health and are included in the Campus Improvement Plan and evaluated at the end of each year. The following are general regulations that apply throughout the District.

### **NUTRITION**

1. Every CSHAC will establish age-appropriate guidelines for food and beverages at classroom parties or school celebrations that advance student health.
2. Every CSHAC will provide teachers with education and guidelines on the use of food as a reward in the classroom.
3. Every CSHAC will establish guidelines for school-sponsored fund-raising activities that involve serving or selling food.
4. Every CSHAC will suggest that healthy food and beverage options be included at concessions at school-related events outside the school day.

### **NUTRITION EDUCATION**

1. Students shall receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. Nutrition education will be a District-wide priority and will be integrated into other areas of the curriculum, as appropriate.
3. Staff responsible for nutrition education will be adequately prepared and will participate in professional development activities to effectively deliver the program as planned.
4. The child nutrition staff, teachers and other school personnel will coordinate the promotion of nutrition messages in the cafeteria, the classroom and other appropriate settings.
5. Educational nutrition information shall be shared with families and the general public to positively influence the health of students and community members.

(See MISD Regulation CO for additional information concerning Child Nutrition Services)

## PHYSICAL ABILITY

1. The District will provide an environment that fosters safe and enjoyable fitness activities for all students, including those who are not participating in competitive sports.
2. Physical education classes will regularly emphasize moderate to vigorous activity.
3. The District will encourage teachers to integrate physical activity into the academic curriculum where appropriate.
4. Before-school and after-school physical activity programs will be offered and students will be encouraged to participate.
5. Teachers and other school staff will receive training to promote enjoyable, life-long physical activity for themselves and students.
6. The District will encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.

## OTHER SCHOOL-BASED ACTIVITIES

1. Sufficient time will be allowed for students to eat meals in lunchroom facilities that are clean, safe and comfortable.
2. Wellness for students and their families will be promoted at suitable school activities.
3. Employee wellness education and involvement will be promoted at suitable activities.

## IMPLEMENTATION

The Midland ISD SHAC Chairman will oversee the implementation of this policy and will develop administrative procedures, as needed, for periodically measuring the implementation of the wellness policy. The MISD SHAC will conduct an annual review of campus education improvement plans to insure that the local Wellness Policy is developed, implemented and improved on each campus.

Approved – October 2006

WELLNESS AND HEALTH SERVICES  
MEDICAL TREATMENT

FFAC Regulation

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**Note:** Additional information and procedures related to the administration of medication, emergency care, and first aid can be found in Modules 5 and 9 of the Texas Department of State Health Services' *Texas Guide to School Health Programs* at <https://www.dshs.state.tx.us/schoolhealth/pgtoc.shtm>.

Guidelines and protocols related to athletic trainers can be found on the Texas Department of State Health Services' *Advisory Board of Athletic Trainers* website at <http://www.dshs.state.tx.us/at/>.

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INJURY OR  
ILLNESS  
AT SCHOOL

A student who is injured or becomes ill at school or at a school activity will be evaluated, and the student's parent will be notified if appropriate. If the parent cannot be reached, the parent's instructions on the Authorization to Secure Emergency Medical Treatment of a Student [see FFAC(EXHIBIT)–B] will be followed if necessary.

ADMINISTERING  
MEDICATION

Administration of medication to students will be strictly governed by FFAC(LEGAL), FFAC(LOCAL), FFAF(LEGAL), FFAF(LOCAL), any related procedures, and the following:

1. Only school administrators may assign to District employees the task of administering medication by any mode, including injectable medication, oral medication, inhalants, topical medication, or rectally administered medication. Only authorized District employees may administer medication to students. School nurses may not delegate but will oversee administration of medication when on duty.
2. District employees authorized to administer medication will be provided orientation, instruction, and supervised practice appropriate to the task [see FFAC (EXHIBIT)–D].
3. Medication for a specific student will be provided and brought to school personnel by the parent of the student. Students will not carry medication or administer it to themselves on school property or on school trips unless authorized by their physician and permitted by state law. [See FFAC(EXHIBIT)–C and FFAF] No medication will be administered to students unless provided by parent or guardian and accompanied by permission form.
4. The principal or designee will appoint one employee, such as the school nurse, to supervise the storing and administering of medications and to maintain records of the administration of medication. Any District employee administering medication to a student must record each dose given on the MISD Medication Administration Log form on in the EHR (Electronic Health Record). Records will include the parent's written request and the MISD Medication Administration Log [see FFAC(EXHIBIT)–A].
5. The principal will provide locked storage space where all medication may be maintained apart from office supplies, and it will be accessible only to authorized employees.
6. Each student's medication will have a label including the student's name, the name of the medication, directions concerning dosage, and the schedule for administration. Medications must be in original container. Any over the counter medications will be given per manufacturer's instruction unless accompanied by a physician order.
7. All requests for the District to administer medication will be reviewed at the beginning of each school year. Renewed, written permission for treatment will be required from both the physician (when necessary) and the parent. For school trips, parents must provide new permission forms and supply medication for each trip.

FFAC Regulations

WELLNESS AND HEALTH SERVICES  
MEDICAL TREATMENT

FFAC Regulation

8. Hypodermic injections may be administered by a registered nurse, if available, when the parental request also includes the prescribing physician's request. The physician's request must include detailed information concerning the administration of the medication, as well as follow-up procedures. The student's parent will be instructed to furnish sterile, disposable syringes and needles. Used syringes and needles will be disposed of in accordance with rules of disposal of sharp instruments.
9. When the course of treatment is complete, or at the end of the school year, the parent will be asked to pick up any medication within a specified amount of time. The District will dispose of any unclaimed medication per FDA recommendations (see link below).

<http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm101653.htm>

CHAIN OF  
CUSTODY FOR  
STUDENT  
MEDICATIONS

When medications must accompany student to or from any alternative education campus, the Authorization for Releasing Medication to MISD Employee form [see FFAC (EXHIBIT) - F] must be completed and signed. Medications may only be released to MISD employees or parent/guardian of student.

For all controlled substances, a pill count or volume verification (for liquids) will be performed when releasing medications and upon returning medications.

GUIDELINES FOR  
MEDICATION  
ADMINISTRATION  
BY SCHOOL  
PERSONNEL

MISD Board Policy FFAC (LEGAL) and (LOCAL) addresses issues related to the administration of medication. The Board has delegated the Superintendent or designee to administer medication and for the administration to establish procedures to ensure medication is distributed appropriately. The Board Policy and Administrative Regulations at FFAC further provide information related to the requirements and procedures for medications to be administered by school personnel.

**PRIOR TO ADMINISTERING ANY MEDICATION, ALL SCHOOL PERSONNEL WILL CHECK THE RIGHTS OF MEDICATION ADMINISTRATION:**

**THE 7 RIGHTS OF MEDICATION ADMINISTRATION**

- |                               |   |
|-------------------------------|---|
| <b>1. RIGHT STUDENT</b>       | Properly identifies the student by asking them to state their name or, if non-verbal, verify identification with another staff member |
| <b>2. RIGHT MEDICATION</b>    | Administers the right medication  |
| <b>3. RIGHT DOSE</b>          | Administers the right amount of medication  |
| <b>4. RIGHT TIME</b>          | Administers at the correct time (within 30 minutes on either side of scheduled dose)  |
| <b>5. RIGHT ROUTE</b>         | Administers using the prescribed method of medication administration  |
| <b>6. RIGHT OF REFUSAL</b>    | Calls parent and confirms if student refuses or questions   |
| <b>7. RIGHT DOCUMENTATION</b> | Documents administration on student's individual medication form, or in the EHR   |

FFAC Regulations

WELLNESS AND HEALTH SERVICES  
MEDICAL TREATMENT

FFAC Regulation

The guidelines for administering medications to students are as follows:

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1. Verify completed parent authorization to administer medication to individual student (Medication Permission Form) [see FFAC(EXHIBIT)–A], is current.
  2. Be sure that medication is in its original labeled container and that instructions regarding name and dosage of medication and frequency of administration are clear and legible on permission form.
  3. Label non-prescription medicine container with student name and dosage. Follow label instructions for non-prescription medicines.
  4. Check label for name, dosage, time and route when picking up medication bottle.
  5. Prepare correct dosage of medication by pouring into lid cap or into medicine cup if liquid.
  6. Recheck name, dosage, time and route when preparing dose for student.
  7. Recheck label a third time when returning medicine to container.
  8. **DO NOT LEAVE MEDICATION UNATTENDED AT ANY TIME.** All medication must be kept in a **locked** container at all times.
  9. Identify student by asking student to say his name or verify identity with third party if student is non- verbal.
  10. Administer correct medicine to correct student at correct time, using the correct dose and correct administration route.
  11. Observe student placing medicine in his/her mouth and swallowing.
  12. Observe student for any adverse reactions or unusual behaviors both before and after giving medication and record. Notify parent with any adverse reactions or concerns.
  13. Record medication dose, date and time of administration and your signature and initials on individual student medication administration log form [see FFAC(EXHIBIT)–A], or in the EHR.
  14. Report any medication errors or omissions immediately. A medication incident report form [see FFAC(EXHIBIT)– E] must be completed and filed with Health Services Supervisor.
  15. Students with permission on file for self- administration of asthma, anaphylaxis or diabetes medications may self- administer their prescribed medications as ordered by their physician.
  16. District employees are required to treat all records regarding medication and health-related conditions confidential. **Parent volunteers may NOT administer medications to students nor oversee medication management at any time.**

WELLNESS AND HEALTH SERVICES  
MEDICAL TREATMENT

FFAC Regulation

17. During the school day, all medication is administered by the school nurse or trained principal designee.

Errors in recording should be easily visible. Use red ink and clearly mark as an error. Record omissions, student absences, or student refusals immediately. Record only medication that you have, in fact, administered.

Auto-injector medications used for anaphylactic emergencies have specific directions for administration on the medication packaging itself, and those directions should be followed.

**Always activate 911 immediately when Epinephrine, Diastat, or Glucagon is administered and follow the emergency procedures outlined on the student's emergency care plan.**

WELLNESS AND HEALTH SERVICES  
MEDICAL TREATMENT

FFAC Regulation

See the following forms regarding administering medication and emergency health care to students:

- Exhibit A: Medication Administration Log (Request for the Administration of Medications at School) – 2 pages
- Exhibit B: Authorization to Secure Emergency Medical Treatment of a Student -- 2 pages
- Exhibit C: Authorization for Self-Administration of Asthma and/or Anaphylaxis Medication — 2 page
- Exhibit D: Training Documentation for medication administration by administrator assigned personnel other than school nurse.
- Exhibit E Medication Incident Report Form
- Exhibit F Authorization to Release Medication to MISD Employee

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**Note:** Sample medication logs can be found in Chapter 5 of the Texas Department of State Health Services' *Texas Guide to School Health Programs* at <http://www.dshs.state.tx.us/schoolhealth/shpguide/chap5.pdf>.

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EXHIBIT A

# MEDICATION PERMISSION FORM

Dear Parent/Guardian,

**According to Texas State law and Midland Independent School District policy, all medications that are to be administered at school must comply with the following guidelines:**

1. All medications (prescription or over the counter [OTC]) must be in original container. Medication information must be clearly labeled on the container. Medications will be given as indicated on the label. The medication must be FDA approved. **ALL medication MUST be accompanied by a dated permission form signed by the parent/guardian.**
2. The over-the-counter medication must be age appropriate and may not be given more than three consecutive school days without a physician's order to do so.
3. Medications purchased or prescribed in a foreign country (for example, Mexico) cannot be given.
4. No medication is supplied by the school.
5. No controlled medication for pain (ex: Narcotics) or any prescribed medication for behavior control (ex: Ritalin, Concerta, Focalin, or Strattera) will be sent home with students. Whenever possible, these types of medication should be given at home. **ALL medications of this type MUST be picked up by a parent or legal guardian.**
6. MISD Health Services **STRONGLY RECOMMENDS** that all medications be delivered to the clinic by a parent or legal guardian. MISD will not accept responsibility for these medications until they are given to the nurse or office staff.

\_\_\_\_\_ Initial

**Student Name:** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_ **ID#/Grade** \_\_\_\_\_

First Name                      Last name

DATE	MEDICATION	DOSAGE	ROUTE	TIME TO BE GIVEN
Comments				
Comments				
Comments				
Comments				

At the end of school year, **parent/guardian** or **student (please circle)** to collect ALL medications. \_\_\_\_\_ (Initial)

Medication not picked up by parent or student at the end of the school year will be thrown away. \_\_\_\_\_ (Initial)

***I request that the above medications be given to my child as directed. I hereby give permission for the school nurse to contact the prescribing physician with any questions related to the above medications.*** \_\_\_\_\_

**PRINT: Parent/Guardian First and Last Name                      Date**

\_\_\_\_\_ **Day time Phone Number**

\_\_\_\_\_ **Parent/Guardian Signature**

\_\_\_\_\_ **Date**

\_\_\_\_\_ **Initial**



WELLNESS AND HEALTH SERVICES  
 MEDICAL TREATMENT

EXHIBIT A (PAGE 2)

Name \_\_\_\_\_ Medication \_\_\_\_\_ Date \_\_\_\_\_ BIN# \_\_\_\_\_  
 Dose \_\_\_\_\_  
 Teacher \_\_\_\_\_ SIGNATURE \_\_\_\_\_ (\_\_\_\_) SIGNATURE \_\_\_\_\_ (\_\_\_\_)  
 Grade \_\_\_\_\_ ID# \_\_\_\_\_ SIGNATURE \_\_\_\_\_ (\_\_\_\_) SIGNATURE \_\_\_\_\_ (\_\_\_\_)  
 ALLERGIES: \_\_\_\_\_ SIGNATURE \_\_\_\_\_ (\_\_\_\_) SIGNATURE \_\_\_\_\_ (\_\_\_\_)

Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
8/22	8/23	8/24	8/25	8/26	8/29	8/30	8/31	9/1	9/2
<b>9/5 Holiday</b>	9/6	9/7	9/8	9/9	9/12	9/13	9/14	9/15	9/16
9/19	9/20	9/21	9/22	9/23	9/26	9/27	9/28	9/29	9/30
10/3	10/4	10/5	10/6	10/7	<b>10/10 Teacher Work Day</b>	10/11	10/12	10/13	10/14
10/17	10/18	10/19	10/20	10/21	10/24	10/25	10/26	10/27	10/28
10/31	11/1	11/2	11/3	11/4	11/7	11/8	11/9	11/10	11/11
11/14	11/15	11/16	11/17	11/18	<b>11/21---11/25 Thanksgiving Holiday</b>				
11/28	11/29	11/30	12/1	12/2	12/5	12/6	12/7	12/8	12/9
12/12	12/13	12/14	12/15	12/16	12/19	12/20	<b>12/21-1/6 Christmas Holidays</b>		
1/9	1/10	1/11	1/12	1/13	<b>1/16 MLK Day</b>	1/17	1/18	1/19	1/20
1/23	1/24	1/25	1/26	1/27	1/30	1/31	2/1	2/2	2/3
2/6	2/7	2/8	2/9	2/10	2/13	2/14	2/15	2/16	2/17
<b>2/20 Holiday</b>	2/21	2/22	2/23	2/24	2/27	2/28	3/1	3/2	3/3
3/6	3/7	3/8	3/9	<b>3/10 Snow Day</b>	<b>3/13---3/17 Spring Break Holiday</b>				
3/20	3/21	3/22	3/23	3/24	3/27	3/28	3/29	3/30	3/31
4/3	4/4	4/5	4/6	4/7	4/10	4/11	4/12	<b>4/13 Snow Day</b>	<b>4/14 Holiday</b>
<b>4/17 Holiday</b>	4/18	4/19	4/20	4/21	4/24	4/25	4/26	4/27	4/28
5/1	5/2	5/3	5/4	5/5	5/8	5/9	5/10	5/11	5/12
5/15	5/16	5/17	5/18	5/19	5/22	5/23	5/24	5/25	5/26
<b>5/29 Holiday</b>	5/30	5/31	6/1	6/2					

MISD MEDICATION ADMINISTRATION LOG 2016 - 2017

EXHIBIT B



**AUTHORIZATION TO SECURE EMERGENCY MEDICAL  
TREATMENT OF A STUDENT**

Student's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Name or parent or guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Work phone: \_\_\_\_\_ Home phone: \_\_\_\_\_

Mobile phone: \_\_\_\_\_

**Local person to contact if parent or guardian cannot be reached:**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Relationship to the student: \_\_\_\_\_

**Medical Conditions:**

**Medications or drugs to which the student has had an allergic or adverse reaction:** \_\_\_\_\_

**IF STUDENT TAKES MEDICATIONS, PLEASE COMPLETE MEDICATION PERMISSION FORM & NOTIFY MISD PERSONNEL \*\*\***

**Does this student have an Individual Health Plan or an Emergency Action Plan on file with school nurse? Y \_\_\_\_\_ N \_\_\_\_\_ (INITIAL)\*\*\***

**Does this student have a form on file with the nurse allowing them to self carry an inhaler or EPI-PEN? Y \_\_\_\_\_ N \_\_\_\_\_ (INITIAL)\*\*\***

**\*\*\* IF YES to ANY, NOTIFY SCHOOL NURSE ONE WEEK PRIOR TO SCHOOL TRIP**

School Nurse: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WELLNESS AND HEALTH SERVICES  
MEDICAL TREATMENT

EXHIBIT B (PAGE 2)

**Student's physician or other preferred health-care provider:**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

**Student's dentist:**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

---

**Part 1:**

I hereby authorize the Superintendent of Midland Independent School District or a designated representative to secure any and all emergency medical care and treatment for \_\_\_\_\_ (*student's name*) for acute illness suffered, injury sustained, or other situation requiring emergency medical treatment while at school or participating in school-related activities.

I understand that cost of services provided by ambulance, private physician, clinic, hospital, or dentist remains the responsibility of the parent or guardian and will not be assumed by the District or any of its officers or employees.

- I do have medical insurance coverage for my child with:  
\_\_\_\_\_ (Attach photocopy of insurance card).
- I DO NOT have medical insurance coverage for my child.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Date

I understand that the District will attempt to contact me as soon as possible if such action is necessary.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Date

Copies of this authorization may be presented to the admissions office of a hospital or clinic or to a physician or dentist. Other distribution will occur only within the limitations of the Family Educational Rights and Privacy Act.

WELLNESS AND HEALTH SERVICES  
MEDICAL TREATMENT

EXHIBIT C

MIDLAND INDEPENDENT SCHOOL DISTRICT HEALTH SERVICES DEPARTMENT  
AUTHORIZATION FOR SELF CARRY AND SELF ADMINISTRATION OF  
ANAPHYLAXIS MEDICATION

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Homeroom Teacher: \_\_\_\_\_ Grade/Student ID#: \_\_\_\_\_  
Home #: \_\_\_\_\_ Work #: \_\_\_\_\_ Cell \_\_\_\_\_  
Emergency Contact: \_\_\_\_\_  
Home #: \_\_\_\_\_ Work #: \_\_\_\_\_ Cell #: \_\_\_\_\_  
PRINT Parent /Guardian First and Last Name

\_\_\_\_\_  
Parent/Guardian Signature

=====  
Physician Please Check:

\_\_\_\_ It is my professional opinion that \_\_\_\_\_ should be allowed to Carry and Self-Administer the following medication(s) at school or school related events for management of his/her Severe Allergy. This student has been instructed in the proper way to use his/her medication(s) and understands that these medications cannot be shared with any other person.

Medication Name: \_\_\_\_\_ Dose: \_\_\_\_\_

When to use: \_\_\_\_\_

How often can mediation be repeated? \_\_\_\_\_ At what interval? \_\_\_\_\_

Additional instructions:  
\_\_\_\_\_

Physician Signature:  
\_\_\_\_\_

Print Physician's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Office #: \_\_\_\_\_ Fax #: \_\_\_\_\_

WELLNESS AND HEALTH SERVICES  
MEDICAL TREATMENT

EXHIBIT C (PAGE 2)

MIDLAND INDEPENDENT SCHOOL DISTRICT HEALTH SERVICES DEPARTMENT  
AUTHORIZATION FOR STUDENT SELF CARRY AND SELF ADMINISTER  
ASTHMA MEDICATION

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Homeroom Teacher: \_\_\_\_\_ Grade/Student ID#: \_\_\_\_\_  
Home #: \_\_\_\_\_ Work #: \_\_\_\_\_ Cell \_\_\_\_\_  
Emergency Contact: \_\_\_\_\_  
Home #: \_\_\_\_\_ Work #: \_\_\_\_\_ Cell #: \_\_\_\_\_  
PRINT Parent /Guardian First and Last Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
=====

Physician Please Check:

\_\_\_\_ It is my professional opinion that \_\_\_\_\_ should be allowed to Carry and Self-Administer the following medication(s) at school or school related events for management of his/her Severe Allergy. This student has been instructed in the proper way to use his/her medication(s) and understands that these medications cannot be shared with any other person.

Medication Name: \_\_\_\_\_ Dose: \_\_\_\_\_  
When to use: \_\_\_\_\_

How often can mediation be repeated? \_\_\_\_\_ At what interval? \_\_\_\_\_

Additional instructions:

\_\_\_\_\_

Physician Signature:

\_\_\_\_\_

Print Physician's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Office #: \_\_\_\_\_ Fax #: \_\_\_\_\_

EXHIBIT D

UNLICENSED STAFF TRAINING  
MEDICATION ADMINISTRATION CHECKLIST

Verbal instruction given and return demonstration shown on the following:

- ★ \_\_\_ Check student health record (green binder) to ensure permission form is on file
- ★ \_\_\_ Review 7 Rights of Medication Administration
- ★ \_\_\_ Correctly complete required documentation after administering medication
- ★ \_\_\_ Medications kept in original container with label and locked cabinet at all times

Correct administration of medications (check all that apply):

- ★ \_\_\_ Oral Meds
- ★ \_\_\_ Inhalers
- ★ \_\_\_ Nebulizers
- ★ \_\_\_ Eye drops
- ★ \_\_\_ Ear drops
- ★ \_\_\_ Topical ointments
- ★ \_\_\_ Rectal medications

\*\*\*For EPI pen administration and UDCA (Unlicensed Diabetic Care Assistant) Training,  
see additional training documentation\*\*\*

**Review Medication Regulations Annually**

By signing this training record, I agree that I have had the opportunity to ask questions and understand the procedures that I have been trained to provide in the absence of the school nurse.

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Training conducted by: \_\_\_\_\_ (RN STAFF) \_\_\_\_\_

Print Name

Signature

School Year \_\_\_\_\_ Campus \_\_\_\_\_

EXHIBIT E

**MIDLAND INDEPENDENT SCHOOL DISTRICT HEALTH SERVICES  
DEPARTMENT**

**Medication Administration Incident Report**

Campus: \_\_\_\_\_ Date: \_\_\_\_\_

Name of student: \_\_\_\_\_ Grade/ID #: \_\_\_\_\_

Date and time of error:

\_\_\_\_\_  
Name of person administering medication:

\_\_\_\_\_  
Name of Medication: \_\_\_\_\_

Dosage prescribed: \_\_\_\_\_

Name of Physician:

\_\_\_\_\_  
Describe circumstances leading to error:

\_\_\_\_\_  
Describe action taken:

\_\_\_\_\_  
Person(s) notified of error:

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Physician: \_\_\_\_\_ Date: \_\_\_\_\_

Signature (person completing report):

\_\_\_\_\_  
Follow-up information, if applicable:

EXHIBIT F



## MISD HEALTH SERVICES

### Authorization to Release Medication to MISD Employee

Date: \_\_\_\_\_ Student Name & ID: \_\_\_\_\_

Home campus: \_\_\_\_\_

Name of medication(s): \_\_\_\_\_

\_\_\_\_\_

Instructions for administration:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Initial here if Individual Health Plan or Emergency Care Plan attached \_\_\_\_\_

Pill count (for controlled substances ONLY): \_\_\_\_\_

Nurse signature: \_\_\_\_\_ Clinic phone # \_\_\_\_\_

MISD employee signature & position:

\_\_\_\_\_

Date medication returned to home campus: \_\_\_\_\_

Pill count upon return (for controlled substances ONLY): \_\_\_\_\_

Nurse signature: \_\_\_\_\_

MISD employee signature & position:

\_\_\_\_\_



## TRANSPORTATION OF STUDENTS IN FOSTER CARE

The Every Student Succeeds Act (ESSA) addresses additional protections for students in foster care and establishes a system of joint responsibility for school districts, the state education agency, and the state and local child welfare agencies to ensure the educational stability of students in foster care. [See TEA's Foster Care and Student Success website at <http://tea.texas.gov/FosterCareStudentSuccess/> and the U.S. Department of Education and Health and Human Services' *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care* at <http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulator-guide.pdf>.]

ESSA requires each Texas school district to collaborate with the Texas Department of Family and Protective Services (DFPS) to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged, and funded. The procedures must ensure that the transportation will be provided promptly, in a cost-effective manner, in accordance with federal child welfare Title IV-E funding requirements [section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))], and ensure that if there are any additional costs incurred in providing transportation to maintain the student in his or her school of origin, the district will provide the transportation if:

- The child welfare agency agrees to reimburse the district for the additional costs;
- The district agrees to pay the additional costs; or
- The child welfare agency and district agency split the additional costs.

By December 10, 2016, and annually thereafter as directed by TEA, each school district must provide an assurance to TEA in the district's Title I Plan and eGrants application that the district has transportation procedures meeting the above requirements.

## DEFINITIONS ADDITIONAL COSTS

Additional costs reflect the difference between what the District would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. Title I, Part A funds may be used to pay for additional transportation costs in Title I districts.

## SCHOOL OF ORIGIN

The school of origin is the school in which a student is enrolled at the time of placement in foster care or a change in placement. A student in foster care is entitled to remain enrolled in his or her school of origin unless it is determined not to be in the student's best interest to stay at that school. Texas law allows a student in foster care to remain at the school of origin through the highest grade level offered by that school, even if the student exits foster care.

## BEST-INTEREST DETERMINATION

DFPS makes the final decision regarding whether it is in a student's best interest to remain in the school of origin. District staff may be asked to provide information on the "educational best interest" of the student to support education decision-making based on what is best for the student academically, including social and emotional development. [See FFC(EXHIBIT) for educational best-interest factors.] The federal *Non-Regulatory Guidance* provides a list of factors that

should be considered in determining the student's educational best interest. Transportation costs or funding cannot be considered as a factor in making the best interest determination.

### **DISTRICT FOSTER CARE LIAISON**

The District foster care liaison is a District employee who facilitates the enrollment in or transfer to a public school of a student in the District who is in the conservatorship of the state. The District's foster care liaison is considered the designated point of contact for collaboration with DFPS on transportation procedures.

The District has designated the following staff person as the District foster care liaison in the TEA AskTED system:

### **FOSTER CARE**

Name: Jill McCall

Position: Executive Director of Student Services

E-mail: jill.mccall@midlandisd.net

Address: 615 W. Missouri Ave., Midland TX 79701

Telephone: 432-240-1523

Foster care means 24-hour substitute care for children placed away from their parent or guardian and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, homes of relatives and kin, group homes, emergency shelters, residential facilities, child-care institutions, and pre-adoptive homes.

### **CHILD WELFARE AGENCY**

In Texas, the DFPS is the relevant child welfare agency for collaboration on transportation procedures. Child Protective Services (CPS) is the division of DFPS that works with districts on issues related to students in foster care.

### **CHILD WELFARE CONTACT**

A district receiving Title I, Part A funds must collaborate with the DFPS-designated contact, including efforts to develop transportation procedures, if DFPS notifies a district, in writing, that the agency has designated an employee to serve as a point of contact for the district. The CPS Regional Education Specialists and the CPS Service Program Administrators will serve as the points of contact in each region. Contact information for these individuals will be published on the DFPS, Child Protective Services webpage at [https://www.dfps.state.tx.us/Child\\_Protection/State\\_Care/education.asp](https://www.dfps.state.tx.us/Child_Protection/State_Care/education.asp).

### **TITLE IV-E FUNDS**

The Social Security Act allows federal child welfare Title IV-E funds to be used for food, clothing, shelter, and reasonable travel for the student in foster care to remain in the school in which the student is enrolled at the time of placement. These funds are part of the caregiver reimbursement rates for children placed in a foster home; however, children in foster care who are placed with a relative or kin may not be eligible for Title IV-E funds. Because there is currently not a

mechanism for direct reimbursement or distribution to school districts of Title IV-E funds, districts are encouraged to consider other funding mechanisms for additional transportation costs to the school of origin.

### **GENERAL TRANSPORTATION PROCEDURES**

To ensure that transportation is provided promptly when it is determined that a student in foster care will remain in the school of origin, the District has developed the following transportation procedures. These procedures will guide the development of an individual transportation plan for a student needing transportation to his or her school of origin. The district must ensure transportation is provided to the school of origin while any disputes regarding additional costs are resolved.

In developing these procedures, the District has taken the following steps to involve the DFPS child welfare contact and the CPS regional director: Meetings at Region 18 ESC of Permian Basin Foster Care Consortium (PBFCC) Meetings in September, January, and April.

The following District staff were involved in the development of these procedures: *(Title I director, foster care liaison, transportation director, McKinney-Vento homeless liaison, special education director, and the Superintendent.)*

### **FUNDING STRATEGIES**

The District and DFPS have identified the following funding options that may be implemented if additional costs to transport a student in foster care to the school of origin are determined:

*(Adjust the items below to include those agreed upon by the District and DFPS. Consider any cost-sharing strategies that the District has used successfully with neighboring districts in transporting students who are homeless to and from their school of origin or any other programs where transportation costs are shared.)*

- Use of the District's Title I funds;
- *[Other]*.

### **TRANSPORTATION STRATEGIES**

The following transportation strategies may be considered in achieving transportation to a student's school of origin:

*(Adjust the items below to include those agreed upon by the District and DFPS. Consider any strategies that have been used successfully to transport students who are homeless to and from their school of origin and effective practices currently used to share transportation costs with neighboring districts, community partners, or others.)*

- Arranging transportation by the foster parent or caregiver to the school of origin or to a bus stop on a route to the school of origin, such as when the foster parent lives within a certain distance from the school of origin;
- Maximizing the existing District transportation system by exploring ways the student can be transported to an existing bus stop that serves the school of origin (options to transport the student to an existing bus stop could occur through use of public transportation with a bus pass or transportation voucher, or transportation by the foster parent or caregiver, a relative, or another adult approved by DFPS with whom the student has a relationship);

- Using existing intradistrict transportation options that allow students to be transported within the District, such as routes for students who are homeless, students attending magnet programs, or students receiving special education services (this option may require the addition of a bus stop on an existing route or that an existing route be rerouted to accommodate the transportation needs);
- Coordinating with the district in which the student is living to provide transportation to the District boundaries or an existing bus stop within the District;
- Evaluating whether an IEP for a student receiving special education services will include transportation to the student's special education program at the school of origin as a related service;
- Reimbursement to FP/Care giver for mileage
- *[Other].*

### INDIVIDUAL TRANSPORTATION PLAN

Unless DFPS determines that it is not in the best interest of a student in foster care to remain in the school of origin, the District foster care liaison will take steps to promptly collaborate with relevant DFPS staff, including the DFPS child welfare contact, on how transportation to the school of origin will be provided, arranged, and funded.

When possible, and to allow for adequate consideration of the student's needs, individual transportation planning will begin in advance of placement changes and will occur in coordination with the consultation on the student's educational best interest. [See FFC(EXHIBIT) for educational best interest factors.]

The District foster care liaison will convene a meeting to establish an individualized transportation plan for the student. The liaison will attempt to include the student's DFPS education decision-maker and others who may be involved in education decision-making for the student, such as the student's caseworker, foster parent or caregiver, and the court-appointed special advocate (CASA). The District foster care liaison may also involve other District staff, as appropriate. The liaison will involve the District transportation director if the individual transportation plan will involve adjustments to existing bus routes.

If necessary, the District foster care liaison will identify a short-term transportation strategy that may be used until the final transportation plan is completed so that the student can remain at the school of origin without interruption.

In evaluating transportation options to the school of origin, participants will prioritize student safety, cost effectiveness, reliability, and time and distance of the commute.

### DETERMINING ADDITIONAL COSTS

To identify whether additional costs will be incurred in an individual transportation plan to transport the student to the school of origin, the foster care liaison will consult with the District transportation director to calculate the cost of transporting the student to the school that the student would otherwise attend, which will be used as a comparison. In accordance with the federal *Non-Regulatory Guidance*, if the District is able to provide transportation through an established bus route, there are no additional costs. If the District will reroute buses or provide transportation through a private vehicle or transportation company, the District may consider as

additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.

#### **INDIVIDUAL TRANSPORTATION PLAN ELEMENTS**

The individual transportation plan may include:

- A daily transportation strategy;
- One or more backup transportation strategies;
- Transportation strategies to allow participation in after-school and extracurricular activities;
- A description of the funding strategy that will be used if additional costs to transport the student to the school of origin are identified;
- Identification of who is responsible for each aspect of the transportation strategy;
- Designation of an adult to accompany younger students, if necessary, such as when public transportation is used;
- For transportation strategies with multiple segments, sign off procedures to ensure that the student safely and successfully completes each segment;
- A communication protocol between the District and DFPS when transportation for a student is no longer needed; and
- A regular review process for adjusting transportation strategies when circumstances change.

The final individual transportation plan will require a signature by the foster care liaison and a District official who has authority to approve any additional expenditures. The DFPS education decision-maker and the foster parent or caregiver, if different from the education decision-maker, will also be asked to sign the plan.

See the following forms relating to support services for students in foster care:

1. Exhibit A: Student in Foster Care Educational Best-Interest Factors—3 pages
2. Exhibit B: Individual Transportation Plan Template for Student in Foster Care—4 pages

**EXHIBIT A**

**STUDENT IN FOSTER CARE EDUCATIONAL BEST-INTEREST FACTORS**

A student in foster care may remain at his or her school of origin unless the Department of Family and Protective Services (DFPS) makes a determination that it is not in the child's best interest. "School of origin" is defined as the school that the student is attending at the time of the student's placement in foster care or of a change in placement. This form provides information that will help the DFPS to determine whether it is in the best interest of a student in foster care to remain in the school of origin when there is an initial placement in foster care or a change in residential placement and to evaluate what is best for the student's education.

This form should be completed by representatives from the student's school of origin who are knowledgeable about the student and are able to provide feedback on how changing schools would impact the student's academic, social, and emotional well-being; significant relationships that the student may have formed with staff and peers; and other factors. These individuals could include the student's teacher, counselor, coach, foster care liaison, or other meaningful person in the student's life. Each District representative should complete a separate form.

Completed forms should be provided to the District foster care liaison, who will share the form with the student's education decision-maker and caseworker.

Student's name: \_\_\_\_\_

Student's grade level: \_\_\_\_\_

Student's school of origin: \_\_\_\_\_

Name and title of person completing form: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

**Student Preferences**

Has the student expressed any preferences regarding which school the student will attend?  
Please provide details.

\_\_\_\_\_  
\_\_\_\_\_

Has the student expressed any feelings about safety or other relevant aspects regarding the environment at the school of origin? Please provide details.

\_\_\_\_\_  
\_\_\_\_\_

**Academic Factors**

How is the student performing academically?

\_\_\_\_\_  
\_\_\_\_\_

How has the student's academic performance changed since the student enrolled in the school of origin?

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Does the student participate in any specialized instruction, such as a gifted and talented, ELL, or career and technical program? Please describe.

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Are there appropriate or adequate services available in the school of origin to meet the student's educational, social, and emotional needs?

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In your opinion, how will remaining in the school of origin impact the student's academic performance? Please explain.

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### **Social/Emotional Factors**

Describe any meaningful relationships the student has formed with District staff at the school of origin.

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Describe any meaningful relationships the student has formed with other District students at the school of origin.

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Describe the student's participation in any extracurricular or after-school activities.

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Describe any other ties the student has to the school of origin.

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### **Conclusions**



In your opinion, how will remaining in the school of origin impact the student's social, emotional, or behavioral well-being? Please explain.

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

EXHIBIT B

INDIVIDUAL TRANSPORTATION PLAN TEMPLATE FOR STUDENT IN FOSTER CARE

[For additional guidance, see TEA's Foster Care and Student Success website at <http://tea.texas.gov/FosterCareStudentSuccess/> and the U.S. Department of Education and Health and Human Services' *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care* at <http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulator-guide.pdf>.]

Based on the determination that it is in the student's best interest to remain in the school of origin, this plan addresses how transportation to the school of origin will be provided, arranged, and funded. The goal of this plan is to allow the student to remain in the school of origin without interruption.

In developing this transportation plan, participants evaluated student safety, cost effectiveness, reliability, and time and distance of the commute. Efforts were made to avoid or mitigate any additional costs.

**Student Information**

Student's name: \_\_\_\_\_

Student's grade level: \_\_\_\_\_

Student's foster parent or caregiver: \_\_\_\_\_

Student's school of origin: \_\_\_\_\_

Address at which student is currently living: \_\_\_\_\_

School that the student would attend based on current address: \_\_\_\_\_

**Participants in Plan Development**

The following District personnel were involved in the development of this plan: *(List the names and positions as appropriate.)*

- District foster care liaison Name: \_\_\_\_\_
- Title I director Name: \_\_\_\_\_
- Transportation director Name: \_\_\_\_\_
- McKinney-Vento homeless liaison Name: \_\_\_\_\_
- Special education director Name: \_\_\_\_\_
- Principal at school of origin Name: \_\_\_\_\_
- Principal at school student would otherwise attend Name: \_\_\_\_\_
- Other: (List names and positions of other relevant federal programs staff, personnel from assigned school if not within District boundaries, and the like.)

The following representatives of the Texas Department of Family and Protective Services (DFPS) were involved in the development of this plan: *(List names and positions as appropriate.)*

- Education decision-maker Name: \_\_\_\_\_
- Caseworker Name: \_\_\_\_\_
- Foster parent or caregiver, if different from the educational decision-maker Name: \_\_\_\_\_  
\_\_\_\_\_
- Court-appointed special advocate (CASA) Name: \_\_\_\_\_
- Other Name: \_\_\_\_\_

**Additional Costs of Transportation**

*(Note: Additional costs reflect the difference between what the District would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. In accordance with the federal Non-Regulatory Guidance, if the District is able to provide transportation through an established bus route, there are no additional costs. If the District will reroute buses or provide transportation through a private vehicle or transportation company, the District may consider as additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.)*

As a comparison for determining whether additional costs will be incurred in transporting the student to the school of origin, the cost of transporting the student to the school that the student would otherwise attend is estimated to be: \_\_\_\_\_

The cost estimate of providing transportation under this plan is estimated to be: \_\_\_\_\_

Thus, the cost of providing daily transportation for the student to the school of origin under this plan (*does/does not*) require additional costs. These additional costs will be funded in the following manner: *(Describe how the additional costs will be funded and what funding sources are available.)*

\_\_\_\_\_  
\_\_\_\_\_

**Transportation**

*(For each situation below, describe details of the transportation method. Identify which individuals are responsible for each segment of the commute, including whether an adult will be needed to accompany younger students on any segments; sign-off procedures to ensure that the student successfully complete each segment; and the like.)*

Until the daily transportation method can be fully implemented, immediate transportation to the school of origin will be provided in the following manner:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Daily transportation to the school of origin will be provided in the following manner:

\_\_\_\_\_  
\_\_\_\_\_

---

If it is known in advance that the daily transportation method will not be available, transportation will be provided in the following manner:

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Should the daily transportation method not be available based on an unanticipated event, the following action steps will be initiated to ensure the student is able to get to school on time: *(Describe the steps that should be taken, by whom, and by what time.)*

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The student participates in after-school activities on the following days that require adjustments to the daily transportation method: *(Describe the days and times of after-school activities.)*

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---

---

Transportation on these days will be provided in the following manner:

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### **Review and Termination**

This plan will be reviewed when any circumstances have changed that affect implementation of the plan and at the beginning of each semester.

Upon the student's exit from foster care, the student can remain in the school or origin. The \_\_\_\_\_ *(title and name of the responsible DFPS staff)* will notify the District foster care liaison so that this transportation plan may be reviewed.

Foster care liaison's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent's signature: \_\_\_\_\_  
*(Or signature of other District official who has authority to approve any additional expenditures required by this plan.)*

Date: \_\_\_\_\_

DFPS education decision-maker's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Foster parent or caregiver's signature: \_\_\_\_\_  
(If different from the educational decision-maker.)

Date: \_\_\_\_\_

APPROVED – January 7, 2020

**STUDENT SAFETY:  
BICYCLE/AUTOMOBILE USE  
FFFD (REGULATION)**

PARKING PERMITS

Any student wishing to park a vehicle in District parking lots should request a parking permit at the beginning of the school year. A parking fee, determined by the Superintendent or designee, may be assessed. So long as space is available, parking permits may be issued throughout the year.

PARKING GUIDELINES

Students will not be permitted to:

1. Speed in any District parking lot.
2. Double-park or back-in park.
3. Park across a white or yellow line.
4. Park in a fire lane.
5. Loiter or sit in parked cars during school hours.

Students may be subject to parking citations and/or disciplinary action in accordance with the Student Code of Conduct for violation of this regulation. Cars may be towed away at the owner's expense for violation of this regulation.

Approved – October 2006

**STUDENT WELFARE:  
CHILD ABUSE AND NEGLECT  
FFG (REGULATION)**

ABUSE

As defined in the Family Code, Section 261.001, abuse includes the following acts or omissions by a person:

1. Mental or emotional injury to a child that results in an observable and material impairment in the child's growth, development, or psychological functioning.
2. Causing or permitting the child to be in a situation in which the child sustains a mental or emotional injury that results in an observable and material impairment in the child's growth, development, or psychological functioning.
3. Physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline by a parent, guardian, or managing or possessory conservator that does not expose the child to a substantial risk of harm.
4. Failure to make reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child.
5. Sexual conduct harmful to a child's mental, emotional, or physical welfare.
6. Failure to make a reasonable effort to prevent sexual conduct harmful to a child.
7. Compelling or encouraging the child to engage in sexual conduct as defined by Section 43.01, Penal Code.
8. Causing, permitting, encouraging, engaging in, or allowing the photographing, filming, or depicting of the child if the person knew or should have known that the resulting photograph, film, or depiction of the child is obscene (as defined by 43.21, Penal Code) or pornographic.

## NEGLECT

As defined in the Family Code, Section 261.001, neglect includes:

1. The leaving of a child in a situation where the child would be exposed to a substantial risk of harm, without arranging for necessary care for the child, and the demonstration of an intent not to return by a parent, guardian, or managing or possessory conservator of the child.
2. The following acts or omissions by a person:
  - a. Placing the child in or failing to remove the child from a situation that a reasonable person would realize requires judgment or actions beyond the child's level of maturity, physical condition, or mental abilities and that results in bodily injury or a substantial risk of immediate harm to the child.
  - b. Failing to seek, obtain, or follow through with medical care for the child, with the failure resulting in or presenting a substantial risk of death, disfigurement, or bodily injury or with the failure resulting in an observable and material impairment to the growth, development, or functioning of the child.
  - c. Failing to provide the child with food, clothing, or shelter necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services had been offered and refused.
  - d. Placing a child in or failing to remove the child from a situation in which the child would be exposed to a substantial risk of sexual conduct harmful to the child.
3. The failure by the person responsible for a child's care, custody, or welfare to permit the child to return to the child's home without arranging for the necessary care for the child after the child has been absent from the home for any reason, including having been in residential placement or having run away.

## REPORTS

The principal must establish campus procedures for reporting child abuse or child neglect. Each employee is directed to comply with these procedures and is under independent statutory obligation to report any suspected child abuse or neglect within 48 hours of first suspecting that a child has been abused or neglected.

### FIRST REPORT

An employee will make the first report of suspected abuse and/or neglect by telephone or through the Web site for the Department of Family and Protective



Services (DFPS). The principal or designee may assist the employee in the reporting process. Reports should be made to one of the following agencies:

1. Department of Family and Protective Services (DFPS) Child Protective Services (CPS) 24-hour Hotline - (800) 252-5400 Web site - <http://reportabuse.ws/>

Users will be prompted for a login and a password. The login is: professional. The password is: report1.

**The Web site should not be used for reporting a life-threatening/emergency situation.**

2. A local law enforcement agency:

Midland ISD Police Department at 432-689-1059.

Midland Police Department at 432-685-7149.

In some cases, CPS intake staff may direct the caller to report to local law enforcement as well.

When a report is made by telephone or through the Web site, the employee should describe the situation and express any concerns about the urgency of the situation.

The individual should be prepared to give known family information, e.g., names of other family members and where siblings attend school.

#### WRITTEN REPORT

A written report may also be sent to the CPS office. Such a written report will give the name and address of the student, the name and address of the person responsible for the care of the student, if available, and any other pertinent information regarding the alleged or suspected abuse or neglect.

#### SCHOOL INTERVIEW WITH CHILD

Legal authorities investigating an allegation of child abuse or neglect, including employees of CPS, are authorized to interview, examine, videotape, and photograph children at school, without parental permission, if in their opinion, contact with the child is necessary.

The principal will require the representative from CPS or other legal authority to

show identification, sign in at the office, and state the purpose of the campus visit.

The principal may request, but cannot require, that the interview be conducted in his or her presence or that of a designee, e.g., other administrator, helping teacher, counselor, or nurse. The representative from CPS or other legal authority will determine who is to be present during the interview. The principal will ensure that the interview is conducted in a place that respects the privacy and ensures the safety of the student.

Legal authorities may take the child from the campus, if they have provided the principal with adequate explanation of the need for removal and assurance that the parent/guardian will be notified as soon as possible.

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Approved – October 2006

## **STUDENT RECORDS FL (REGULATION)**

### DISCIPLINE RECORDS

Student discipline records will include the following:

1. Instances of the student being referred to the office for disciplinary reasons.
2. Calls or conferences held with a parent regarding the student's behavior.
3. Assignments to detention and the number of days the student is assigned.
4. Assignments to in-school suspension and the number of days the student is assigned.
5. Instances of corporal punishment, administered according to District policy; the name of the person administering it, and the name of the witness.
6. Instances of out-of-school suspension and the number of days the student is suspended.
7. Placements in a disciplinary alternative education program (DAEP) and the length of the placements.
8. Instances of expulsion and the length of the expulsions.

### RECORDS OF DISTRICT'S POLICE

Records maintained by the District's police force will be maintained in a place separate from a student's academic records, in accordance with federal law.

### NOTICES FROM LOCAL LAW ENFORCEMENT

Information received by the District about a student, under Article 15.27, Code of Criminal Procedure, will be maintained separately from the student's permanent academic file. The District will destroy all such information at the end of the school year in which the information was received.

Approved – October 2006

## **STUDENT ACTIVITIES FM (REGULATION)**

### SCHOOL SPONSORSHIP

School sponsorship of student activities will apply only to curriculum-related groups or clubs sponsored and promoted by the school.

### GUIDELINES FOR SCHOOL-SPONSORED ORGANIZATIONS

The following guidelines will apply to all school-sponsored organizations:

1. The sponsor must be a District employee.
2. All financial accounts and files will be kept in the principal's office, in accordance with Board policy.
3. An annual budget, detailing revenue and expenditures, will be filed with the principal.
4. All activities must have prior approval from the principal and will be placed on the activities calendar.
5. Each sponsor must file a report with the principal at the beginning of each school year listing membership and officer requirements for the organization.
6. Any constitution or bylaws, and subsequent amendments, require approval from the principal and Superintendent.

### NO PASS, NO PLAY EXEMPTIONS

A student may request an exemption from the “no pass, no play” rule for a failing grade in a course identified in policy. (The Office of Student Development will compile the list of applicable courses.) The student may only receive one exemption per course per school year. The exemption may not be granted if the student has been assigned to DAEP or expelled during that school year. The student must request the exemption from the campus principal.

The principal (or other campus administrator designated by the principal in his/her absence) should grant the exemption unless the student has failed to turn in assignments in a timely fashion or the student has failed to attend tutorials or otherwise seek outside help. The principal may grant the exemption if one of the above-listed factors exists if the classroom teacher failed to contact a parent concerning the student’s performance or there are extenuating circumstances (e.g., health or family situations) that impacted the student’s performance.

AFJROTC

Citizenship, or lack of, shall not be a criteria used in determining participation in an MISD AFJRTC program

APPROVED – MAY 2015

## **STUDENT CONDUCT: DRESS CODE FNCA (REGULATION)**

### **STANDARDIZED ATTIRE**

The Superintendent may approve a request to implement standardized attire upon a recommendation from the campus principal. The principal's recommendation must include a description of the process used to obtain staff/parent input and a description of the proposed attire. The process must include meetings with the CEIC and PTA Board, along with at least one (1) general parent meeting. The Superintendent will seek final approval from the Board of Trustees as required by policy.

If approved, the campus must notify parents of the standardized attire requirements at least 90 days prior to implementation. The campus must be certain that federal and/or local funds are available for students who cannot afford to purchase the standardized attire and implement procedures for students/families to request such assistance.

All campuses with standardized attire should align their requirements with other standardized attire campuses so that students transitioning from one campus to another may expect similar rules and utilize some of the same garments.

### **REMOVAL OF STANDARDIZED ATTIRE**

The Superintendent may approve a request to remove standardized attire requirements upon a recommendation from the campus principal. The principal's recommendation must include an explanation as to why the removal of the standardized attire requirements are in the best interest of the campus and its students. The removal of standardized attire requirements for a campus does not require final approval from the Board of Trustees.

APPROVED - Revised – ~~May 2012, JUNE 2017~~, MAY 2021

**STUDENT ACTIVITIES:  
TRAVEL  
FMG (REGULATION)**

All requests for approval of trips must be made at least 30 calendar days prior to the date of departure.

Each student must submit a form signed by a parent, giving permission to participate in trips sponsored by a specific school organization.

**OVERNIGHT TRIPS**

Requests for overnight trips must be submitted for approval in accordance with FMG(LOCAL) and must contain the following information:

1. Dates of departure and return.
2. Events to be attended.
3. Location of events.
4. Names of sponsors.
5. Number of students attending.
6. Number of chaperones attending.

**CHAPERONES**

The expenses of chaperones for student trips must be incorporated in the trip budget. Chaperones will be recruited at the earliest possible date and may participate in the fund-raising activities to offset their expenses. The number and gender of the chaperones must reflect the student membership (i.e., sufficient male or female chaperones for the group). A recommended ratio of chaperones would be one chaperone for every 10 students. Chaperones must be employees or approved District volunteers.

School-sponsored trips must be supervised by at least one District employee. When both male and female students participate in a school-sponsored overnight trip, they will be accompanied by at least one male and one female sponsor.

Approved – October 2006

## **STUDENT CONDUCT: PERSONAL TELECOMMUNICATIONS/ELECTRONIC DEVICES FNCE (REGULATION)**

### PERSONAL USE – TELECOMMUNICATION DEVICES

#### DURING SCHOOL DAY

Personal telecommunications devices shall be allowed during the school day in grades 6-12, provided they are not activated, visible, or used during the school day, except as provided in INSTRUCTIONAL USE below. The beginning and ending time of the school day is defined for each school level in the appropriate student-parent handbook.

#### TESTING

A student shall not be permitted to possess a personal telecommunications device in the classroom during administration of any state assessment. Violations shall be subject to confiscation of the device and other disciplinary consequences in accordance with the Student Code of Conduct. A student who violates this policy may have his or her test results invalidated.

#### OTHER ELECTRONIC DEVICES

Guidelines regarding other personal electronic devices shall be addressed in the student handbook.

#### INSTRUCTIONAL USE

A student shall obtain prior approval before using personal tele-communications or other personal electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of applicable regulations and shall sign the appropriate user agreements.

UPDATED – AUGUST 2015



**STUDENT RIGHTS AND RESPONSIBILITIES:  
INTERROGATIONS AND SEARCHES  
FNF (REGULATION)**

NONRANDOM SEARCHES OF STUDENTS

A particular student may be singled out to be searched with a magnetometer only if there exists a reasonable suspicion that the individual to be searched possesses a prohibited weapon.

SEARCHES OF STUDENTS – REASONABLE SUSPICION

A search of a student may occur only when the student is on District premises, or while the student is attending a school-sponsored or school-related event, either on or off school property.

The following rules will apply when the Superintendent, a principal, or other authorized personnel detain and search a student:

1. Authorized personnel may search a student whenever the student consents to such a search; however, consent will not be obtained through threats or coercion.
2. In the absence of consent, a search may occur when an authorized person has reasonable suspicion that the student may be in possession of:
  - a. Alcohol;
  - b. A prohibited weapon;
  - c. Controlled substances or illegal drugs as defined by law;
  - d. Stolen property, if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school or school activities;
  - e. Any other item that has been or may reasonably be expected to be disruptive of school operations; or
  - f. Any other item for which possession by a student is listed as a violation of the Student Code of Conduct.
3. If the search yields contraband, authorized personnel have the authority to detain the student and to preserve any contraband seized.
4. Any search of a student will be conducted by an authorized person who is of the same sex as the student and will be witnessed by at least one other

authorized person who is of the same sex as the student.

5. Strip searches are prohibited. No clothing, except cold weather outer garments and shoes, will be removed before or during a search.

#### DISCIPLINARY ACTION

Any student found to be in possession of an item prohibited in the Student Code of Conduct will be subject to disciplinary action in accordance with the Student Code of Conduct.

Approved – October 2006